



Copperwood School

Peoria Unified District

11232 N. 65th Avenue, Glendale, AZ 85304-3640

ARIZONA
School Report Card
2001-02

Principal: Mrs. Linda Palles-Thompson

Schedule: 7:30 AM to 4:00 PM

Web Address: copperwood.peoriaud.k12.az.us

E-mail: lpalles@peoriaud.k12.az.us

Grades: Pre-K-8

2001 Enrollment: 755

Phone: (623) 412-4650

Fax: (623) 412-4660

✓ School Overview ✓

Mission

Our mission is to provide students with a dynamic, rigorous quality education, so that they may reach their full potential academically, socially and emotionally, and become lifelong learners and responsible citizens. As a community, we work cooperatively and responsibly to maintain a safe environment and achieve extraordinary levels of teaching and learning. We respect, care for and trust each other; appreciate diversity; communicate honestly and share decision making to maximize achievement.

Organization and Philosophy

- w Center for Differentiated Instruction
- w Enriched Arts/Music Programs
- w High Student Achievement
- w Multigrade Academic Programs

Instructional Programs

- w Regular Full-day Classes
- w Gifted Differentiated Center
- w On-site Special Education
- w Alternative Education
- w Supplemental Reading Program
- w Preschool and Kindergarten Enrichment
- w Advanced Placement Math
- w Academic Assistance Program

School/Academic Goals

- w To maintain and or increase current levels of student achievement in reading comprehension, language arts and math. To increase achievement for all students as measured by the Stanford 9, AIMS, AzAc and teacher-generated assessments.
- w To increase staff expertise and application of technology for management, instruction and assessment to increase student achievement.
- w To provide a safe, positive, nurturing environment for our staff and students, marked by mutual respect, positive citizenship and appropriate behavioral standards.
- w To discover and enhance the gifts and talents of each of our students through best-practice so that each one may reach their full potential.

Enrollment

October 1, 2000 School Year Student Enrollment:	685
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	154

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 4 Parent(s)
 1 Community Member(s)
 1 Student(s)

Council Duties

w School Goal Implementation
 w School Safety Issues
 w Budget
 w Facility Renovations
 w Extracurricular Activities
 w School/Community Relations

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	4.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	13	3	0	0
7 to 9 years	5	4	0	0
10 or more years	23	9	0	0

▽ Shared Responsibilities ▽

School

It is the responsibility of all school employees to provide students with a safe, stimulating learning environment and the best possible opportunities to learn. This includes setting high standards for behavior and academic success, using a variety of materials and instructional strategies, making accommodations to meet the needs of individual students, and encouraging positive attitudes toward learning and high self-esteem.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring students' completion of assignments; modeling positive attitudes toward learning; attending school activities including parent-teacher conferences; and fostering respect for school rules, property, staff and students.

▽ Transportation Policy ▽

Transportation is provided for all eligible students who reside within the attendance boundary, but beyond one mile of Copperwood Elementary School. Additionally, transportation services are provided for eligible special education students to Copperwood Elementary School or other facilities as noted in the IEP.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	7/20/01
Average Daily Instruction Time:	7 hrs. 0 min.	Last Day of School:	5/23/02

Operates on Traditional Schedule

Report Card Release Dates

10/26/01	1/7/02	5/23/02
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Additional Calendar/Report Card Information

In addition to regular progress reports and report cards, Copperwood teachers provide parents with daily, weekly or monthly feedback on academic progress, behavior and study skills. At many grade levels, classroom newsletters go home regularly to keep parents informed of classroom events and activities. Parent conferences are held twice each year with 90% parent participation. The use of E-mail is used by many teachers to communicate with parents on a regular basis.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer and Technology Labs	W Gifted Differentiated Center
W Teacher Resource Center	W Parent Resource Center

Extracurricular Activities

W Student Council	W Computer/Chess Clubs
W National Junior Honor Society	W Junior High Sports
W Chorus	W Band/Strings
W Art	W Schoolwide Service Projects

School/Community Resources

W YMCA Afterschool Program	W Breakfast Program
W Lunch Program	W Counseling Services
W Crisis Intervention	W Health Services
W Community Classes/Parenting Classes	W Student Support Groups

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W Teachers have aligned their instruction to state and district assessments and have created systematic review activities. Strategies from best-practice literature and research on learning are being incorporated into daily instruction.</p> | <p>W Extensive technology training is available for staff members. Closed-circuit TVs and desktop computers allow teachers to use high-tech teaching tools for instruction. A new tech curriculum is in place and a TV studio has been created for student use.</p> |
| <p>W We have implemented a Bullies, Victims and Witnesses Program to curb harassment on our campus. A Safe School Hotline has been instituted and students are regularly taught life skills such as conflict resolution, courtesy and respect.</p> | <p>W A Resource Center is being developed that will enhance teachers' ability to meet student needs. Supplemental reading, afterschool assistance and tutoring programs are in place. A team approach to assisting at-risk students is being implemented.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.3 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	6.9 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	3.4 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	6.3 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	99.4 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	0.6 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
City of Peoria Recognition/CCDI Academic Program	2001
PEEF Grant - Accelerated Reader Program	1999
PEEF Grant - Marvels in Math	2000
PEEF Grant - Community Service Award	2000

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	81	540	3%	7%	51%	37%
	State	60969	521	11%	18%	44%	27%
Writing	School	75	565	1%	2%	69%	26%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	80	541	2%	21%	35%	41%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	78	522	3%	8%	60%	26%
	State	63518	503	22%	24%	41%	14%
Writing	School	79	542	2%	11%	64%	21%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	78	528	0%	24%	14%	61%
	State	63873	487	17%	43%	12%	29%

Grade 8

Reading	School	67	529	5%	14%	47%	31%
	State	56652	505	23%	20%	40%	17%
Writing	School	69	507	5%	39%	52%	2%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	66	495	9%	48%	27%	15%
	State	56871	454	43%	40%	12%	6%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	94	77	60
2	Reading	--	--	--	--	--	--	100	65	50	100	66	52	100	69	53
	Language	--	--	--	--	--	--	100	54	40	100	54	43	100	59	44
	Mathematics	--	--	--	--	--	--	100	66	51	100	68	55	100	77	57
3	Reading	89	67	44	100	55	47	100	56	47	100	61	48	95	69	50
	Language	89	69	45	100	60	49	100	59	51	100	63	54	94	72	56
	Mathematics	89	73	41	100	54	46	100	58	49	100	63	52	96	79	54
4	Reading	96	65	52	99	69	53	100	58	54	92	62	54	100	69	55
	Language	100	62	45	100	62	47	100	46	49	100	57	48	100	61	50
	Mathematics	99	59	48	100	67	51	100	52	54	97	63	55	100	70	57
5	Reading	97	69	50	100	71	51	100	60	51	94	64	51	93	70	51
	Language	100	58	40	100	68	42	100	64	44	92	63	45	93	68	45
	Mathematics	99	68	47	100	75	51	100	76	54	100	69	55	93	83	57
6	Reading	89	65	52	94	66	53	100	67	54	92	66	53	92	65	54
	Language	90	56	40	96	59	41	100	66	44	89	63	44	90	63	45
	Mathematics	88	69	54	94	67	57	100	79	59	96	75	60	95	75	63
7	Reading	92	63	52	100	68	52	100	75	53	93	72	52	96	60	53
	Language	93	63	49	100	70	52	100	75	54	94	78	54	95	70	55
	Mathematics	92	56	50	100	72	53	100	79	55	97	81	56	98	79	58
8	Reading	94	65	54	100	64	54	100	69	54	99	70	53	96	71	55
	Language	95	60	45	100	58	46	100	66	49	99	71	49	97	65	50
	Mathematics	95	60	50	100	62	52	100	73	54	99	79	56	96	79	58

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	68	78
Grades 3-4	85	76
Grades 4-5	87	93
Grades 5-6	75	75
Grades 6-7	58	84
Grades 7-8	74	77

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

In addition to all of the ongoing programs, meetings, inspections and drills that promote a safe and orderly school, the Peoria School District now offers a Safe School Line which is a telephone number to report anything that might threaten the safety of students, staff or school property. All of the students, teachers and parents have been given information and cards with the Safe School Line number to use for any concerns in the Copperwood area.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

3

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▼ Per Pupil and School Expenditures for the 1999-2000 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,853	\$1,939,404
Classroom Supplies	\$29	\$19,507
Administration	\$307	\$208,593
Support Services-Students	\$331	\$225,243
Other Support Services and Operations	\$878	\$596,591
Total Expenditures- All Categories 1999-2000	\$4,398	\$2,989,338

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Classroom Enhancement Funds 2000-01 ▼

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$1,486,464.72 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	Linda Palles-Thompson	(623) 412-4650	
Transportation Policy	Steve Highlen	(623) 486-6040	
Community Resources	Jim Cummings	(623) 486-6040	
School Nutrition Programs	Willie Gentry	(623) 412-6351	
Parent Organization	Millie Kerber	(623) 412-4650	
Student Health/Nurse	Virginia Brown	(623) 412-4653	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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